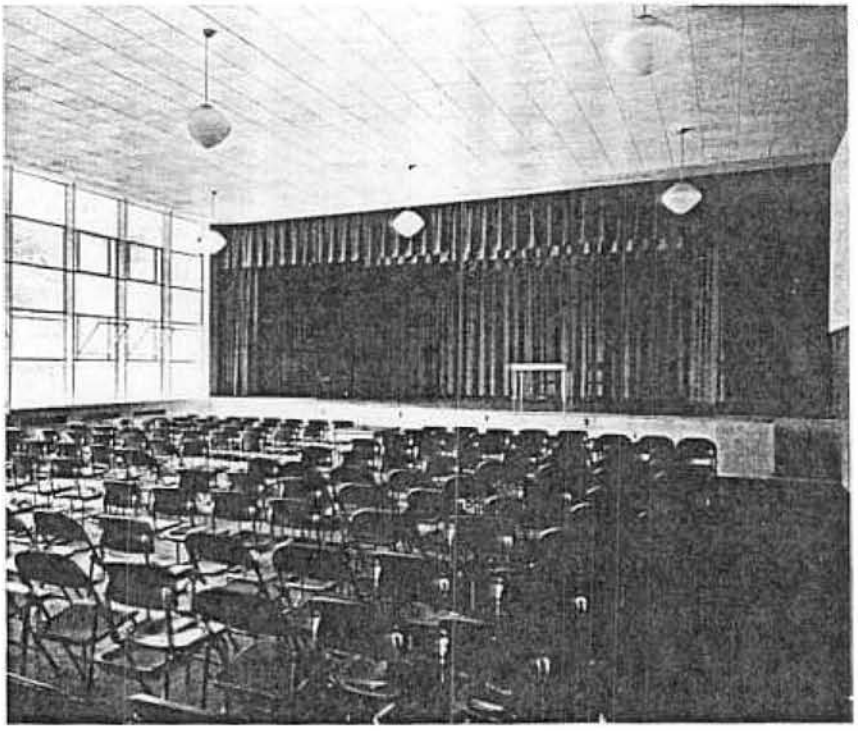
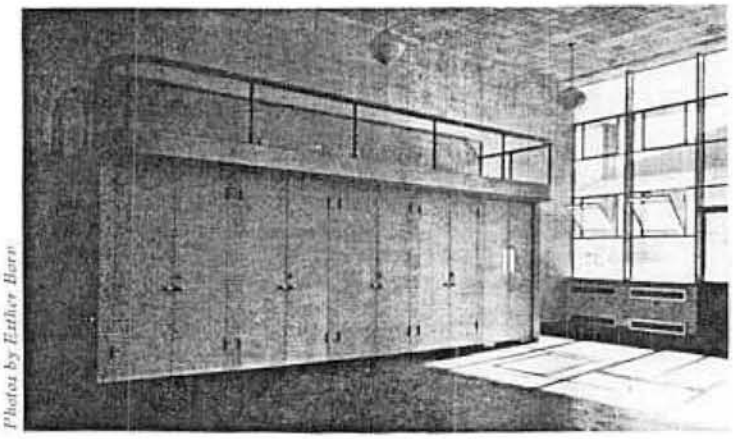
CAFETERIA is also used for assembly purposes. Plan at right shows the outdoor dining spaces provided and area remaining for construction of a future assembly hall. This latter space, enclosed on four sides, is now available for outdoor gatherings. The cafeteria will seat 300 persons and has a completely equipped stage. It is located conveniently to the parking area. Both cafeteria and shop have flat rigid steel framing.

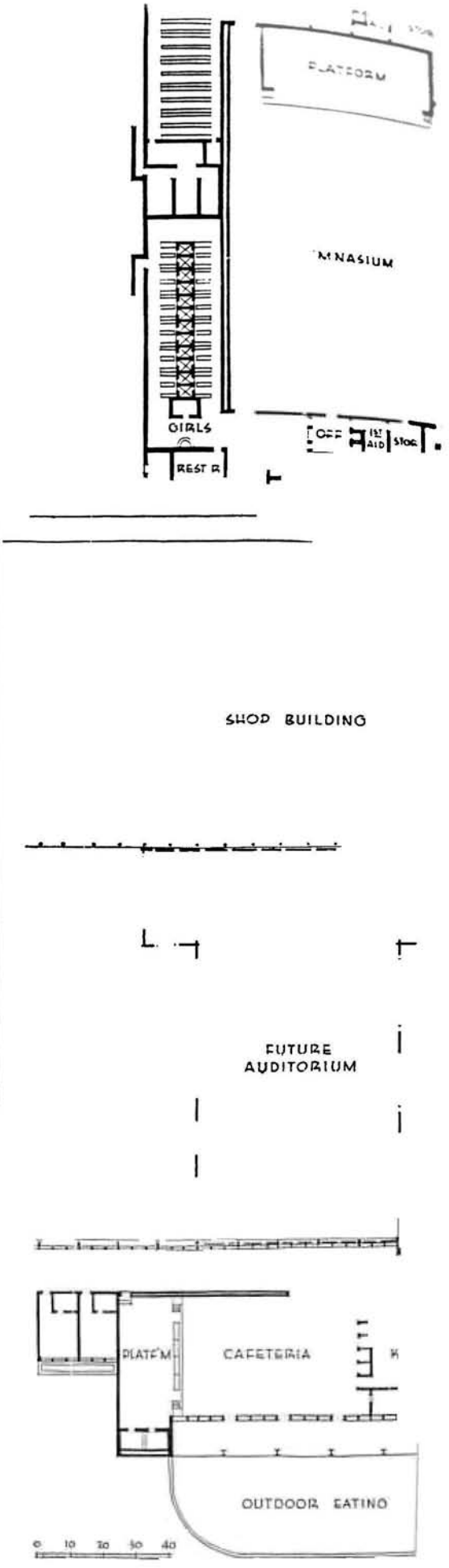
GYMNASIUM (opposite page) has novel construction. It is the only unit in the plant built of reinforced concrete and has a ribbed arch construction. The interior is surfaced with ¾ in. plywood. Boys' and girls' locker rooms are situated between the gymnasium and outdoor facilities, which include a swimming pool and basketball courts.

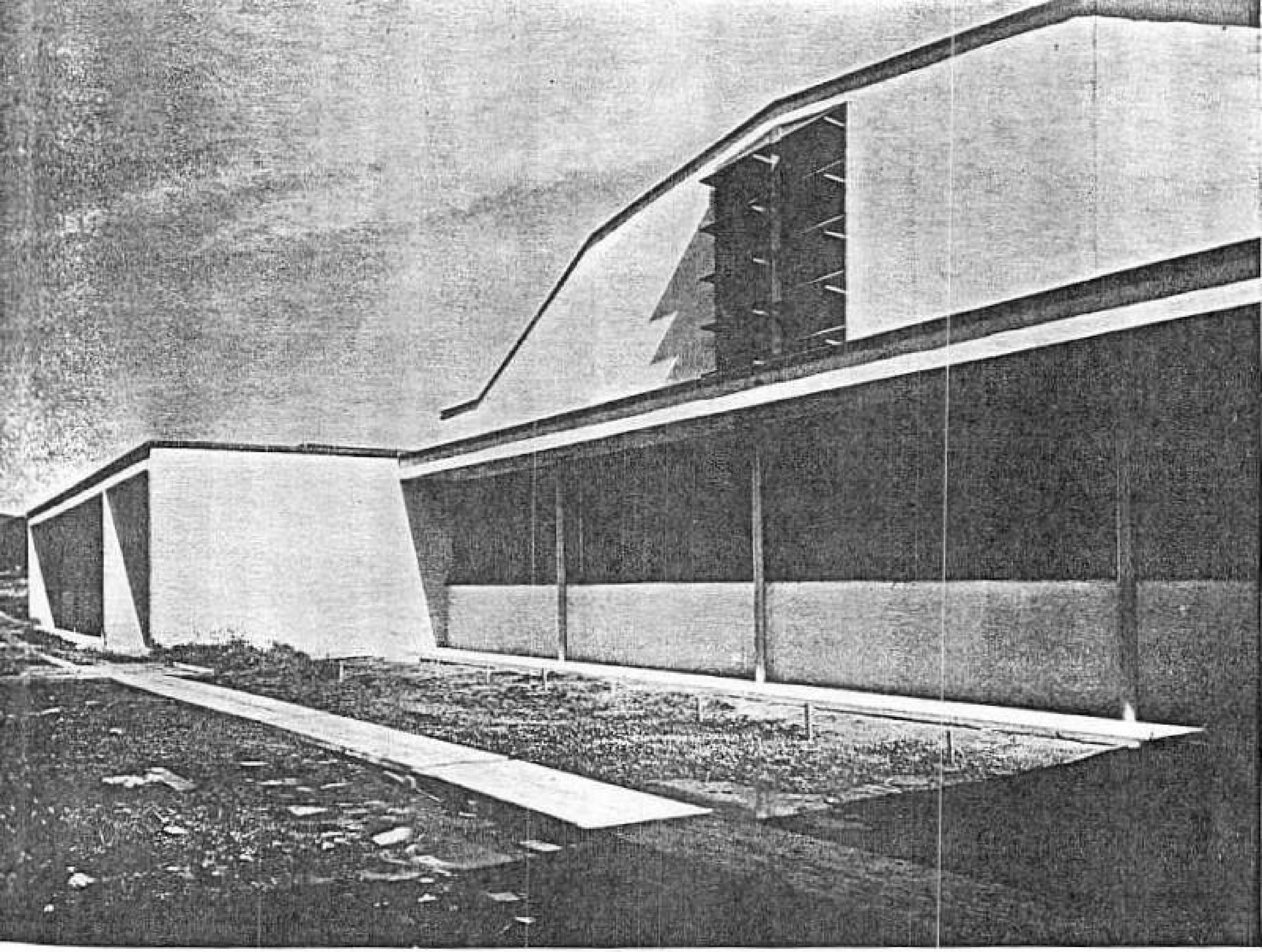




Photos by Esther Born

Above, cafeteria set up as assembly hall; below, balcony for stage lights, etc., beneath which are storage lockers





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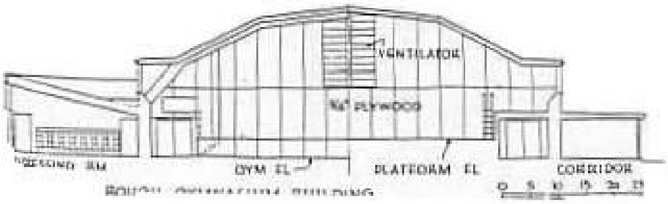

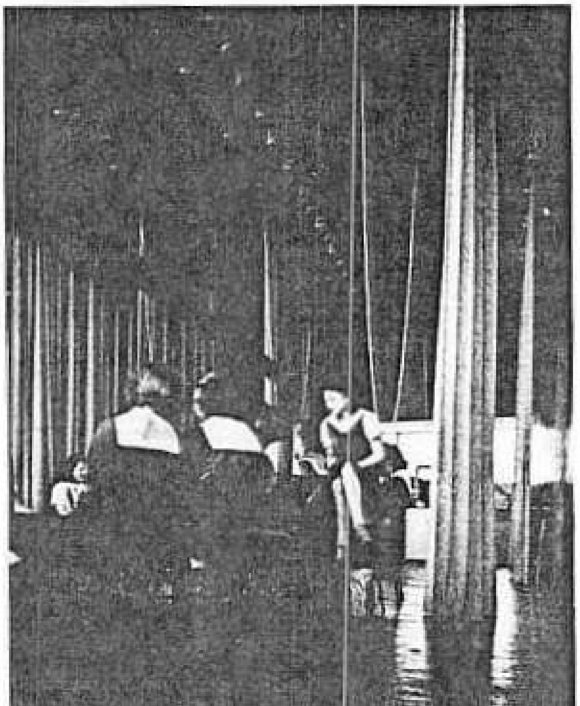

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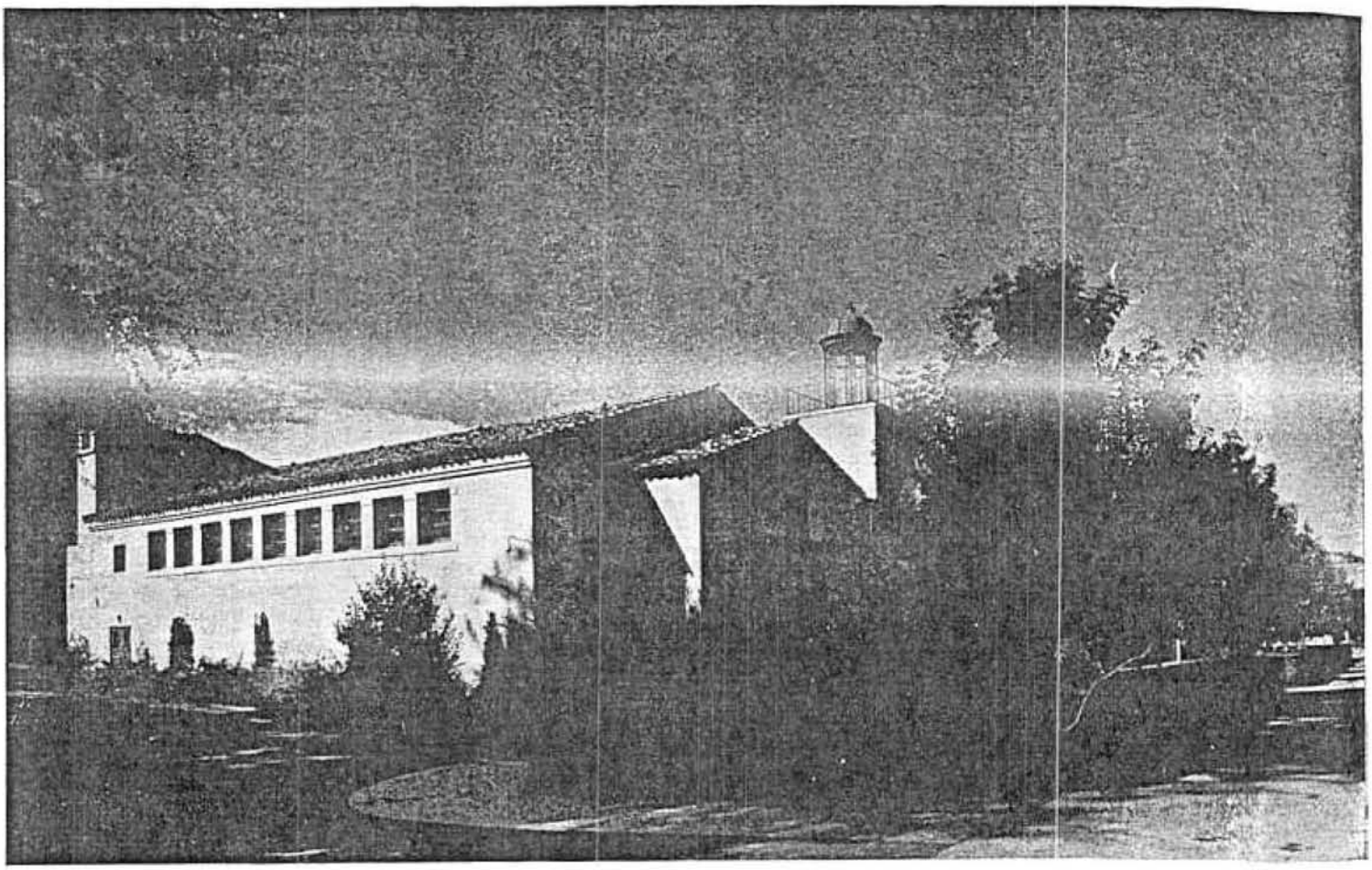
FOR BOTH EDUCATION AND RECREATION

El Tejon School, Pershing School District, Lebec, California



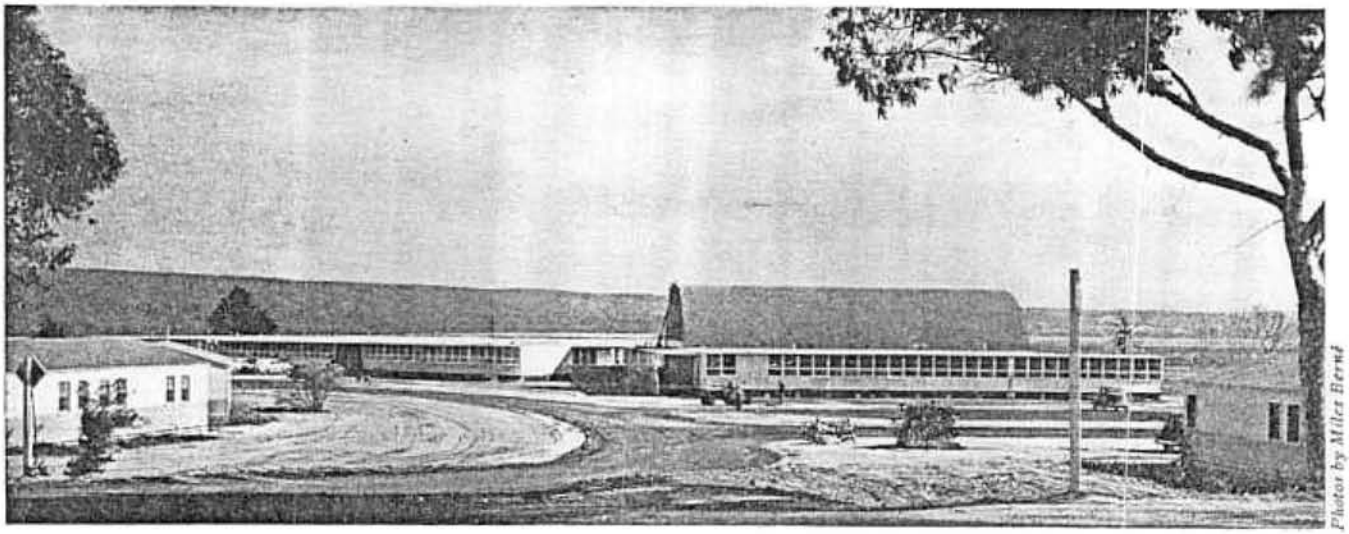
Frank Wyncoop and Associates, Architects and Engineers

EL TEJON SCHOOL, standing in an historic setting, recalls the Spanish influence of the valley's early days. In the canyon are the old Fort Tejon ruins. The Fort dates back to the time of the Indian uprisings and the war with the Spanish in California, so the school was designed in the tradition of the locality. It has the grace and charm desired by the community, and provides the facilities both for modern education and for community activities.

The school occupies a splendid 7-acre site at the geographical center of the school district, and all children are transported by school busses.

In its planning the school provides classrooms ample in size, each with its built-in "project" or activity alcove, wardrobe, storage cabinets, and sink. Ceilings are sound absorbing. The auditorium-gymnasium is larger than customary in order to meet the needs not only of the school but also of the community. It is large enough for evening basketball practice of local high school students who attend the district high school in Bakersfield, 45 miles away. When there is an evening community program, a play, dance, musical or lecture, the auditorium is frequently filled to capacity. A small kitchen is provided for the occasions when refreshments are to be served.

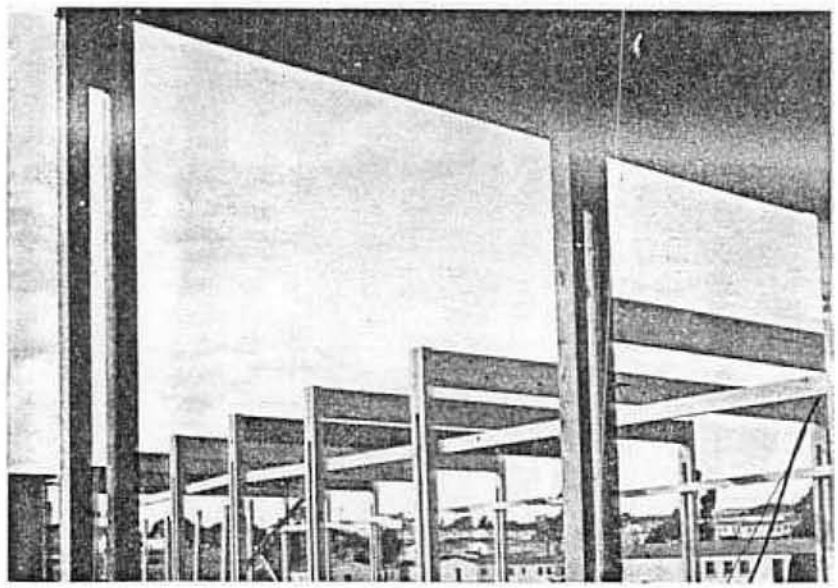
The building is of reinforced concrete construction with



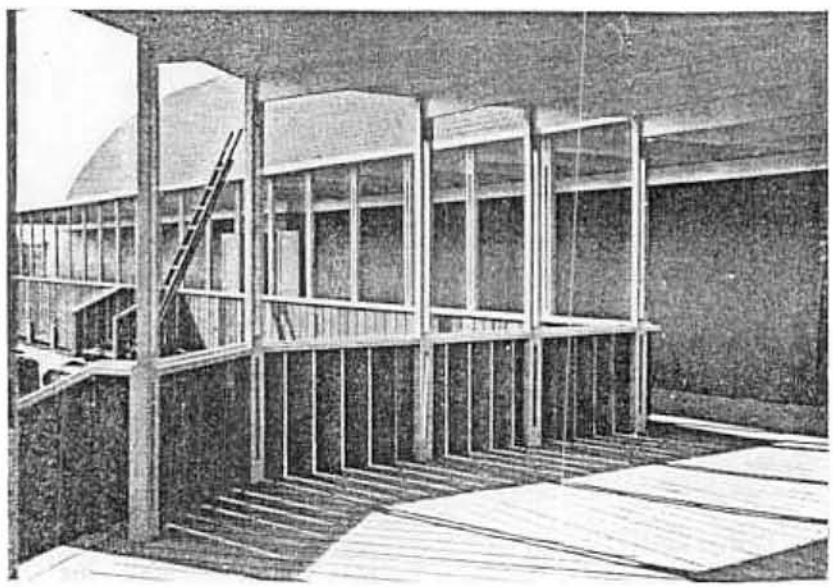
Photos by Miles Berwd

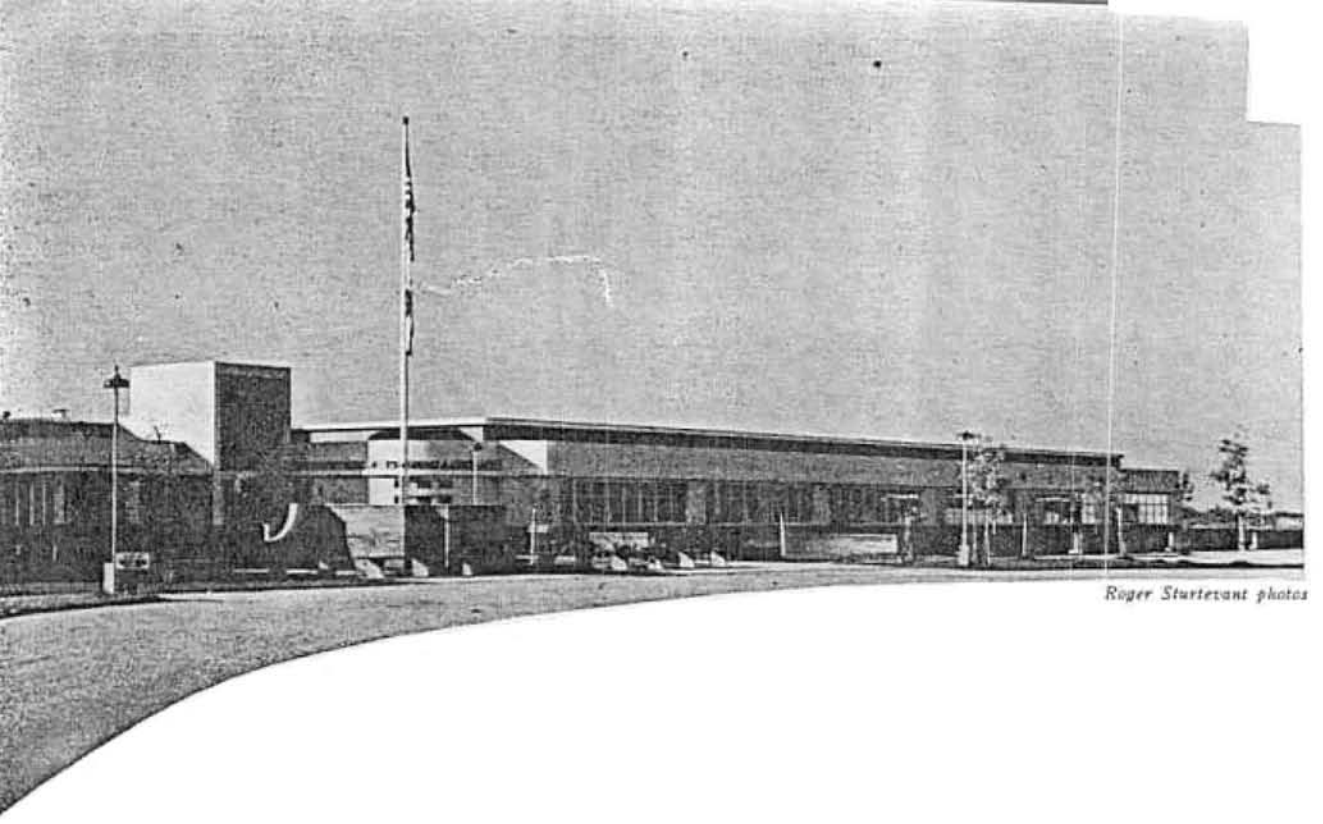
Advanced technique in wood construction for wartime buildings makes a temporary, completely demountable group of school buildings for a large housing development

SOMETHING NEW in wood construction is this prefabricated demountable school for a war housing area. Plywood panels for walls of all building units are 4 by 9 ft., of 3/8 in. exterior grade plywood on one side, 1/4 in. on the other, with 3/4 by 2 5/8 in. framing members. Roof panels are 4 by 8 ft., with 1 1/4 in. members. Classrooms have a clear inside width of 22 ft., spanned above by 2 by 16 in. joists. Floors are prefabricated panels of 5/8 in. plywood, 4 by 8 ft., with 2 by 6 in. joists. Exterior floors are prefabricated panels, 4 ft. by 6 ft. 6 in., with 1 1/4 in. o.p. slat flooring. The auditorium is spanned by timber arch-rib trusses. Natural lighting is from windows at both end walls. These windows have exterior jalousie shutters which permit the light to be controlled or provide for blackouts at night. Each unit, such as classrooms, kindergarten, administration offices, library, auditorium, etc., is a structurally independent unit, without any party walls; thus, after the war the buildings may be moved as entire units or demounted and reassembled. Inexpensive construction of this type is intended to last "for the duration or for five years."



ABOVE: Roof members for exterior corridors between the several buildings. BELOW: Finished exterior corridor and porch, which, like the buildings, are demountable





Roger Sturtevant photos

LARGE SCHOOL WITH UNUSUAL CLASSROOM SYSTEM

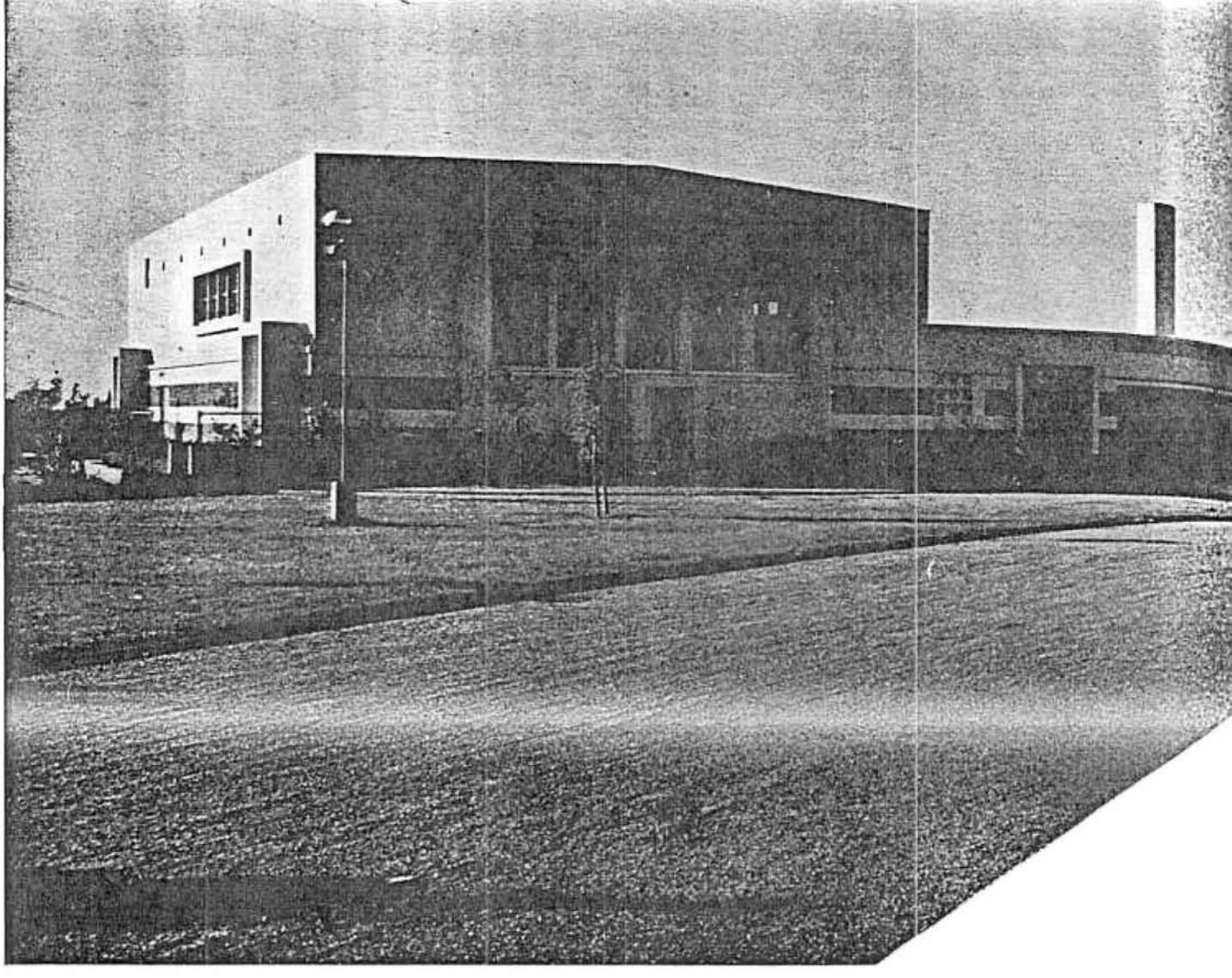
Lakeside Union Elementary School, California

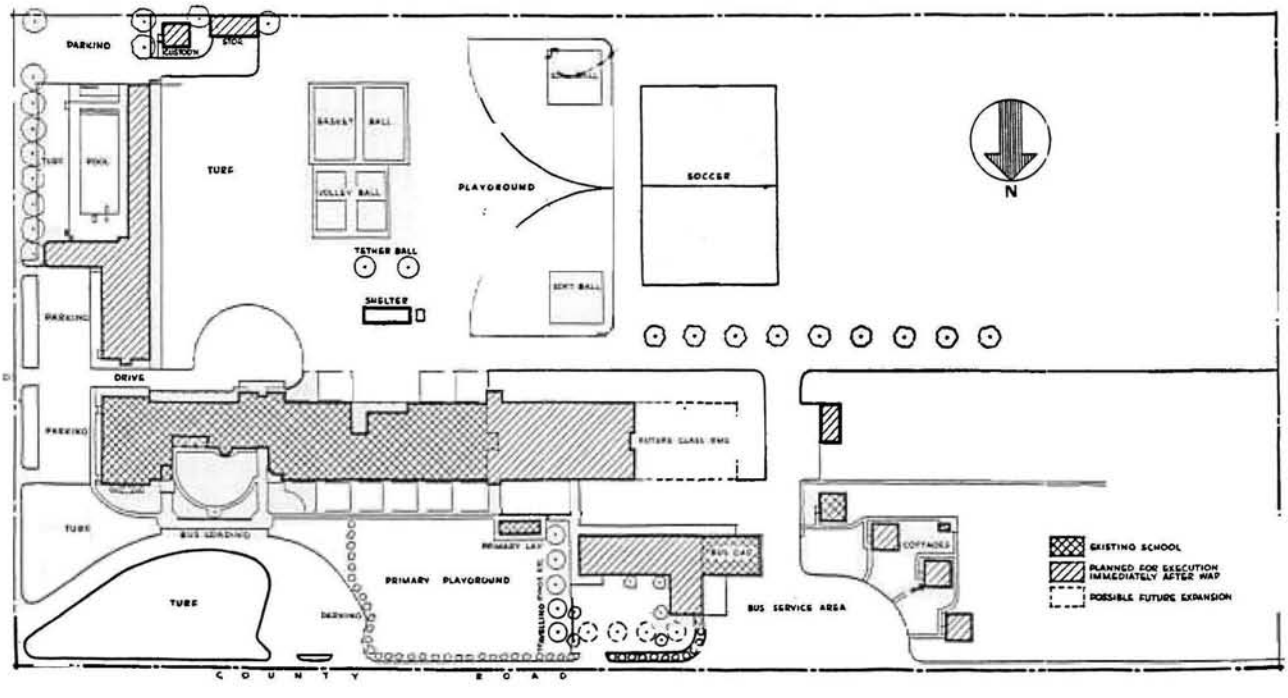
Frank Wynkoop and Associates, Architects and Engineers

RARELY today is a school executed with so extended an architectural vocabulary as this one, with its repeated color bands, grilles, protruded surrounds, niches, and above all the fanciful half-cylinder tower at the entrance with its large convex mosaic.

The interest of the editors was mainly aroused, however, by another kind of exuberance, in the realm of working ideas. Step by step this architect has been working out solutions for the large square classroom with clerestory lighting. In schools of the Paso Robles type (published last month) he had arrived at a unique scheme using an exterior parapet as a boosting reflector. The Lakeside School adds the innovation that the corridor, instead of having classrooms one side only, is double-loaded. A full explanation of the guiding principles and the execution follows on succeeding pages.

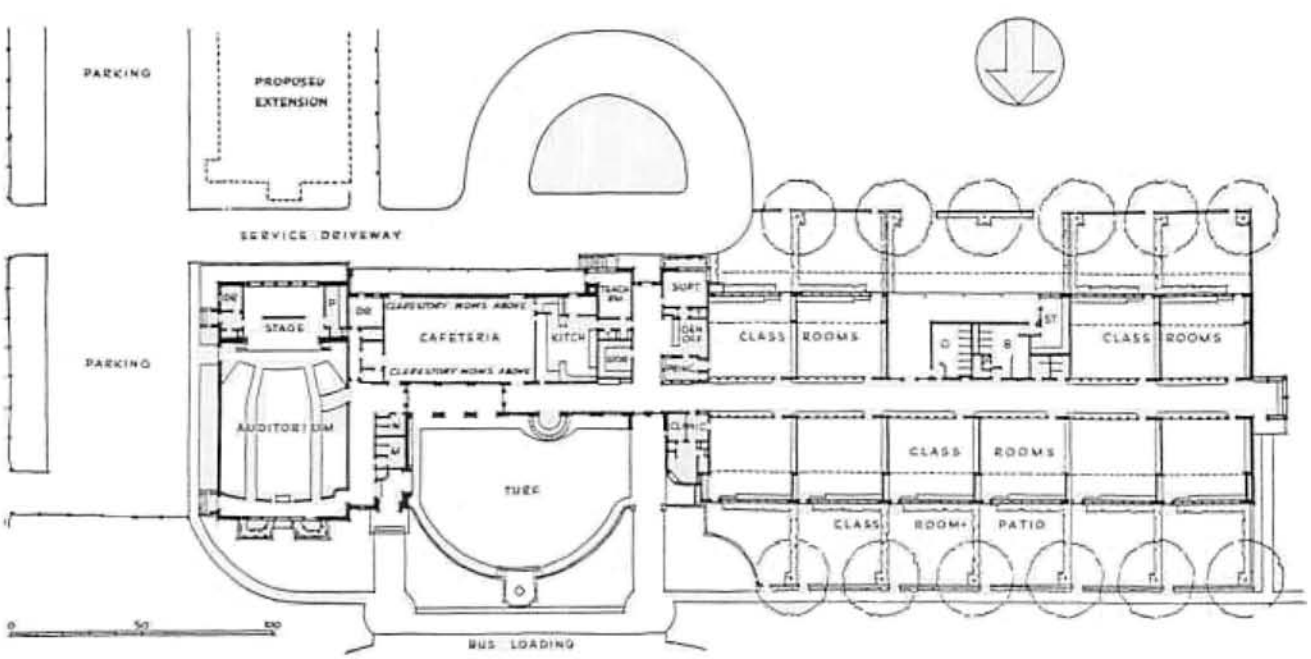
In Architectural Record for June plans were shown in detail of proposed additions to the Lakeside School for community use. Photos on these pages show the existing plant. To the right is seen the entrance half-tower with mosaic




PARKING
STOP
TURF
BASKET BALL
VOLLEY BALL
PLAYGROUND
SOCCER
N
TETHER BALL
SHELTER
SOFT BALL
DRIVE
FUTURE CLASS RMS
BUS LOADING
PRIMARY PLAYGROUND
BUS SERVICE AREA
COTTAGES
EXISTING SCHOOL
PLANNED FOR EXECUTION IMMEDIATELY AFTER WAR
POSSIBLE FUTURE EXPANSION
COUNTY ROAD

ONE of the fine school innovations in the mild climate of California has been the use of the outdoor classroom as auxiliary space for education. In this instance there is no shading by other classroom wings, and the full effectiveness of the scheme awaits the growth of shade-giving trees as shown in plan. A wide louvered sunbreak effectively protects the classroom interiors on the south side of the building against the direct rays of the sun.

The view above shows the classroom wing as seen from the southwest corner (the upper righthand corner of the plan as drawn). Across-page is seen the same classroom wing from the direction of the south entrance



COMMUNITY PROGRAMS MODIFY

Community-school programs may be expanded for two purposes: to enable students to become better citizens of the complex, rapidly changing communities in which twentieth-century man lives; and to bring into the school's sphere of influence adults, particularly those who might ordinarily have little interest in the school plant and program. Both are important to new trends in educational philosophy; both are important if school design is to continue to improve in quality, and to hold its place in our national economy.

On these two pages, Dr. THOMAS C. HOLY, of the Bureau of Educational Research, College of Education, Ohio State University, explores the phases of school design affected by school programs for adults in the community. Elsewhere in the study, various facilities for community programs are discussed, four community schools are studied, and TIME-SAVER STANDARDS of a type long desired return to the Record's pages.

THE TERM "COMMUNITY SCHOOL" is variously defined in accordance with the concepts of the person formulating the definition. In the main, these definitions fall into two classifications: those which interpret the community school as one in which "the basic problems now facing the American public and local community groups become the major problems to be dealt with in the community school",* and those which make the school the center of the normal adult activities of the community.

An analysis of literature regarding the community school shows that much attention has been given to this problem within the last decade. However, as is frequently true, practice has not kept pace with concepts. In his foreword to a recent book, John Dewey makes this statement: "A great deal is now said about the social functions of schools; more is said than is done".† Further analysis reveals that little attention has been given to the plant and equipment implications of the community school, yet such considerations greatly influence the practicability of a community-school program.

Although the community school, as now conceived, is of rather recent origin, the idea was expressed by Henry Barnard as early as 1854. He wrote: "The successful establishment of a high school by improving the whole system of common schools, and interesting a larger number of families in the prosperity of the school, will create a better public sentiment on the subject than has heretofore existed, and the schools will be regarded as the common property, the common glory, the common security of the whole community."‡

Factors Contributory to Current Activity

The recent intensification of interest in planning school programs to serve the entire community is due to a number of factors:

(1) Change in character of high-school population has resulted in only about 20% of the high-school graduates going to college. It becomes incumbent upon the school to adjust its program to give the 80% not interested in higher education, and those who drop out before graduation, some preparation for life in the community.

(2) Changing social conditions have resulted in: lengthening the school period; large increase in leisure time of the adult population; and technological changes which make it necessary for workers to learn new skills.

(3) It has become apparent that a large percentage of the families living in the area served by a given school have no direct contact with that school. In a study which the writer made a few years ago in 16 consolidated districts in a midwestern state, it was found that only 54% of the families served had children in the schools. If those persons not directly benefited are to support a program of public education, it is imperative that they be brought into the scope of influence of the program.

(4) A gradual change is taking place

*"The Community School", edited by Samuel Everett, D. Appleton-Century Co., 1938, p. 461.

†Elsie Ripley Clapp, "Community Schools In Action", The Viking Press, 1939, p. VII.

‡Henry Barnard, "School Architecture" H. W. Derby & Company, 1854, p. 268.

CHOOL DESIGN CONCEPTS

among educators, away from the philosophy that "education is *preparation* for life," toward the philosophy that "education *is* life."

Possible Community Activities in Schools
From Roselle, N. J., comes the following record of evening activities in the school: "W.P.A. sewing, gymnasium, and recreational classes, Boy and Girl Scouts, high-school activities, credit-union meetings, extension courses, women's clubs, church organizations, parents' meetings, community bands, service clubs, American Legion".* To this list might be added the Grange, Farm Bureau, adult education, athletic activities, dramatic groups, and others.

Planning Buildings for Community Use
Due to the wide variation in character and degree to which a school may go in serving its community, only general requirements can be listed here.

(1) Site should be of sufficient size to provide recreational opportunities, not only for the school, but for the community. There should be ample space for community parking.

(2) Music room, auditorium, and gymnasium, whether planned separately or in combination, should as a group have an independent entrance and be so planned that they can be shut off from the rest of the building. It is essential that toilet facilities be provided in that part of the building open to the public.

(3) Kitchen, complete and independent, to be used principally for community purposes, may be so planned that it opens either into the regular school cafeteria or the gymnasium; i.e., it should open into a space large enough for serving community banquets.

(4) Shops and laboratories should be planned and equipped to serve both the school and the community. Separate tool rooms, and storage space for supplies and equipment, may have to be provided for community use.

(5) Lockers and dressing rooms for adults in addition to those for school children are desirable for the gymnasium. Where funds permit, it is likewise desirable that separate showers be provided.

(6) Library with outside entrance, and of sufficient size for community use, is desirable.

(7) Heating and ventilating systems are preferably so designed that units such as the music room, auditorium, gymnasium, and library can be heated without heating the entire building.

(8) Student activities require adequate space: at least the equivalent of one classroom, with sufficient storage space for all types of activities—rehearsals, clubs, school publications, etc.

(9) Classrooms: Where the school staff is desirous of increasing student participation in classroom programs, movable equipment is essential, and larger classrooms are often required.

(10) Health-clinic rooms should be provided so that pre-school children (as well as those enrolled in the school) may be cared for and instructed.

(11) Entertainment: In small communities where there are no satisfactory theaters, ample provision should be made for showing moving pictures to the community. Such provisions are desirable for school use in all communities.

Effects of Community Programs

While no one can fully prophesy the results of an enlarged community-school program, certain practical benefits are bound to accrue to both the community and the school. With the tremendous public emphasis on national defense, and on unemployment compensation, old-age pensions, and other forms of public welfare, it seems evident that support for schools—financial as well as inspirational or personal—is going to be increasingly difficult to obtain. Such a state of affairs may lead to advances in educational philosophy and in design of buildings to house educational facilities—in other words, the situation may become a spur rather than an obstacle.

Aside from its fundamental purpose of producing an enlightened populace, better able to cope with the rapid changes now taking place in our social order, a school program which obtains the active support of its community offers practical advantages to the educator, and to the architect. If, while it turns out citizens well fitted for the community, the school also embraces within its program every family in a district, constructive enthusiasm can be nurtured and financial support assured. Thus the school and school buildings can continue to occupy their properly important place in our national life and in the building field.

*Burton P. Lewis, "A School Building For Everybody", New Jersey Educational Review, February, 1940, p. 154.

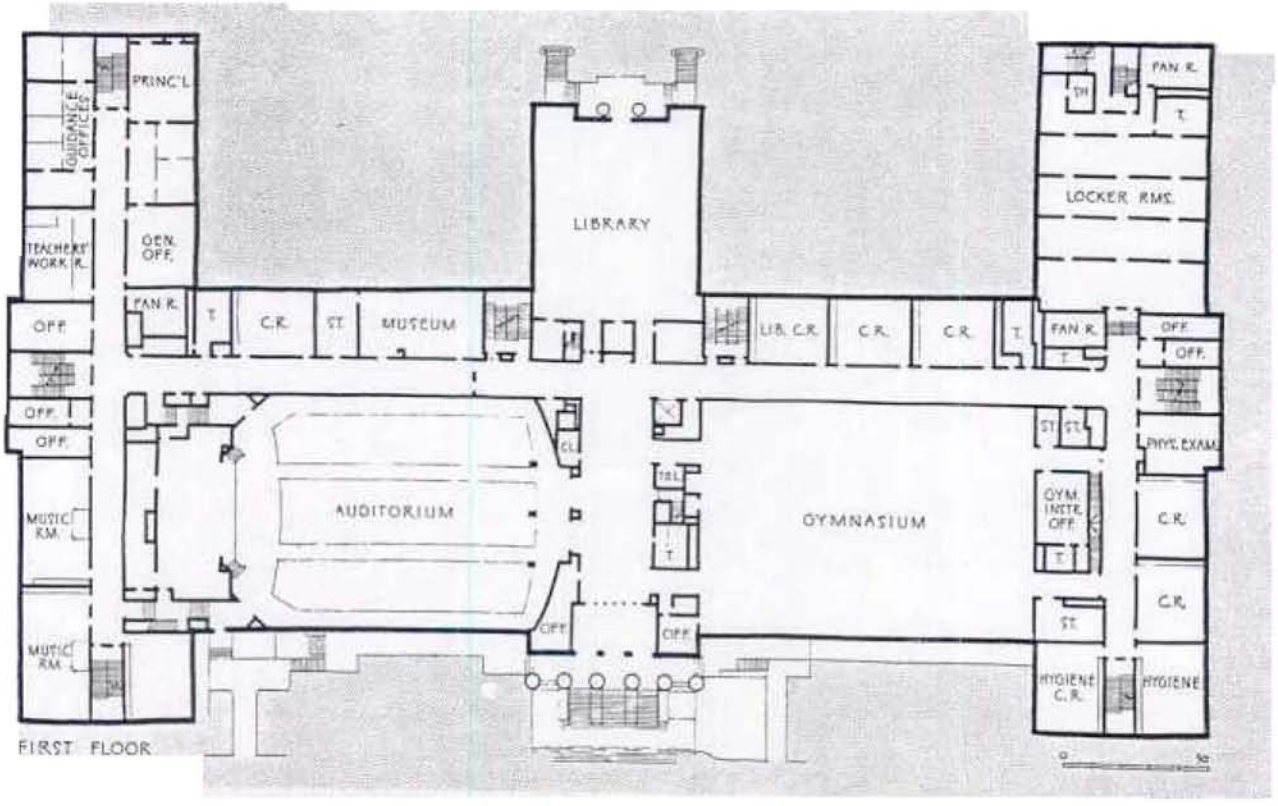
Community High School 1940-9

COMMUNITY HIGH SCHOOL

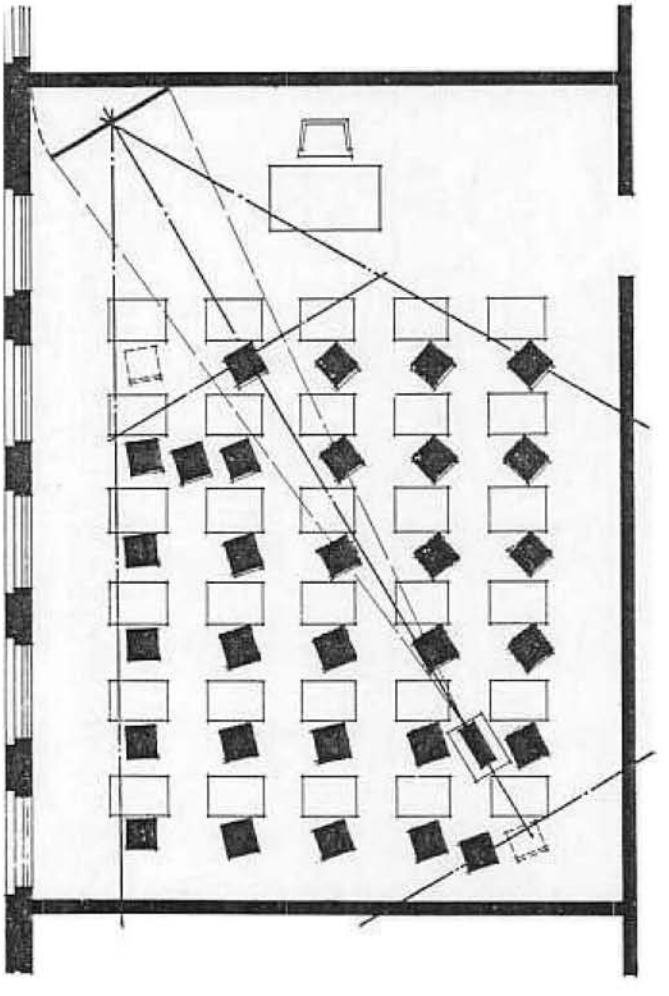
Benjamin Franklin High School, New York City

Eric Kebbon, Architect

Even in the great city, today's high school shows conscious intent to develop its usefulness as a center of community activity. Here the three elements most important in this respect—library, auditorium and gymnasium—are grouped around the main entrance, such direct access permitting their use by the public without disruption of normal school work. There is a second gymnasium on another floor which adds to the facilities for physical training, now growing in importance in the school program.



EXAMPLE 1. THE "CONVENTIONAL" CLASSROOM



This is the kind of room which is found in schools all through the United States. It is 22 ft. wide and 30 ft. deep. Windows stop at a point about 4 ft. in front of the chalk-board wall.

There might be three possible positions for the projector. Projection might be straight down the center of the room, as seen in the photograph above; or it might be pointed diagonally toward either the inner or the outer front corner. We have chosen the last-named direction because there is a minimum distance to move the stand and projector. Sight lines are unusually favorable — no seat is in the direct line of view of the seat behind it. *Only two children have to be moved before projection begins.* If the room were still shorter, say a minimum of 28 ft., it would still be possible to work this way, moving only two or three seats.

For convenience and easy maintenance, the screen is permanently mounted on a high hinged panel, which is swung out into position when projection is ready to begin. Screen surface must reflect well in wide range.

Yellow squares in the diagram represent seats in position for projection. The child in the front left corner has been moved back to a position behind the permissible front seating line, and the rear corner child has been moved away from behind the projector. In the photograph of a conventional arrangement, the screen has been placed too low, and sight lines are bad